

Teachers TV Learning Styles Survey 2009 Infrequent Users Report

Ipsos MORI



Teachers TV

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Introduction

The “Learning Styles” survey aimed to probe the audience who do not watch or use the Teachers TV service as often as once a month, to find out more about their usage of, and attitudes towards, the Teachers TV service and specifically:

- What are the reasons that some people are infrequent users (i.e. use the service less than once a month)?
- What can be done to encourage them to use the service more often?
- What proportion of the audience is never using the service despite being aware of it?
- Why don't they use it?
- What barriers exist that prevent potential users from accessing the service (e.g. lack of digital channels or broadband at home or at school, emotional barriers, such as a perception that TTV users are 'sad losers'?) What is the relative importance of each of them?
- What does TTV need to do to encourage non-users to try the service?

Methodology

750 schools were recruited by telephone to take part in the survey. The contact person was the head or other member of the senior leadership team or, failing that, a member of the office staff.

Each contact was sent 10 questionnaires and asked to distribute them to heads (including deputies and assistants), teachers, teaching assistants and governors. The letter that accompanied the questionnaires is appended to this report.

Questionnaires returned to Ipsos MORI by June 3rd qualified for a £3 Amazon discount voucher or available offline equivalent. A prize draw was also offered to all schools that returned at least five questionnaires, with a single prize of £500.

223 schools returned at least one questionnaire by the deadline (30% of schools), with an average of nearly 6 questionnaires per returning school. 53 questionnaires were rejected from the final analysis because they were blank for job role or frequency of using Teachers TV, yielding a final sample size of 1,264, comprising:

274 heads

641 teachers

213 teaching assistants

136 governors

These were weighted and grossed to an up-to-date workforce total of 880,000 and balanced by job role and school stage (interlocked), school size by school stage, region and Free School Meal Percentage (from sample data). These all appeared to discriminate in terms of propensity to use Teachers TV and it was therefore important to balance the sample profile correctly in these respects. The full weighting matrix is appended to this report.

Summary of Findings

In this summary, we will focus on the core objectives of the research, notably the requirement to establish the cause of a large part of the workforce not having tried the Teachers TV service at all, and relatively infrequent usage amongst the majority of those who have ever used it.

This survey, which was representative of the school workforce, found that 51% of the workforce had never used Teachers TV, rising to 62% of teaching assistants and 64% of solus governors. Those with Sky or cable at home were more likely to have tried the service (57%) than those with Freeview or Broadband only (42%). Likelihood to have tried the service did not vary significantly by school catchment (in terms of % of pupils taking free school meals), size or region.

Those who are more receptive to learning and value CPD more highly are significantly more likely than others to have tried the service, but there remains a high proportion of non-users even among those who express a high level of need for training. Of those who express the highest level of likelihood to seek to increase their knowledge through a TV programme or video, 35% have never used Teachers TV.

The crux of the non-usage issue appears to be lack of awareness, with 20% of non-users not having heard of the service at all, and 24% only by name. Nearly three quarters (73%) of those with low awareness (not heard of or known by name only) are teaching assistants or governors. A further 45% of non-users did not know that the service includes a website, and in line with this finding, awareness of the service (and trial) is lower in broadband only homes than in Sky/cable homes.

Non-users were largely unable to offer firm opinions of the service, due to their low awareness. Two thirds of them said that they had no idea what programmes were available. However, there was little negative perception of the service from non-users and they were not significantly more likely than users to have the following perceptions. These are therefore unlikely to be barriers to trial.

"It is asking too much of people to watch Teachers in their own time"

"I don't need Teachers TV to tell me how to do my job"

"I am only interested in Teachers TV if it can save me time"

"Teachers TV is a bit 'sad'"

"Teachers TV bears no relation to real life"

"Teachers TV does not have any programmes that are relevant to me"

"People at my school are quite negative about Teachers TV"

When asked explicitly why they have not used the service, lack of awareness was cited by 30% of teaching assistants and 18% of governors. The top reason for governors was perceived lack of relevance, cited by 40% (and 28% of teaching assistants). Given the low awareness amongst these groups, this misconception is likely to result from the name rather than knowledge of the schedule. Lack of time is mentioned by 12% of teaching assistants and 10% of governors. Heads and teachers, with their higher awareness, are much more likely to offer lack of time as a reason (around a third of both groups) and of those who had heard of the service more than just by name, 26% mention lack of time as a reason for non-use.

Even amongst those with higher awareness of the service overall, lack of knowledge of the schedule seems to be a barrier. Perceived difficulty in accessing the service is cited by 30% of those with broadband only, confirming the misconception of the service as a TV channel only. Very few negative comments were made about the service itself.

Of non-users, 11% are adamant that nothing would make them try the service, rising to 17% of those with 10 or more years of experience, but other mentions centre on the need to raise awareness of the service.

Of the total workforce, 15% claim to use the service at least monthly. It seems that nearly three quarters of the past month audience are users who use the service at least monthly, but that the rest are less frequent users. In line with their lower likelihood to have used the service at all, teaching assistants are less likely than heads and teachers to be monthly users, but teaching assistants who have tried the service at all are actually as likely to use it frequently as heads and teachers.

Governors, on the other hand, are not only by a long way the least likely to be monthly users overall, but those who have tried the service are also significantly less likely than others to have been converted to regular usage.

Monthly usage of Teachers TV is most highly correlated with the types of usage that might most be associated with saving time, and monthly users are differentiated by a much greater likelihood to do each of these things:

- Have a preference for using the service via broadband rather than TV (and particularly via downloads)

- Record programmes

- Use at school / in class

- Use programmes that provide ideas and resources for lessons

- Find programmes by searching for content on a specific topic

The most frequently given reason for not using the service more frequently (by those who use it less than once a month) is lack of time, mentioned without prompting by 44% of less frequent users. This does appear to be a genuine reason as it is offered significantly more by the most frequent of the infrequent users, and by those who share many of the characteristics of the monthly users, for example those open to using TV programmes/video to increase knowledge, those with high or medium CPD needs, those who find programmes most often other than by browsing and those who have used the service online and outside the home. Nevertheless, it is telling that the service is perceived by these less frequent users as consuming time that they do not have, rather than saving time that they are currently spending on other types of resource or other learning methods, and this lack of appreciation of its time saving value and role may well be at the heart of this primary reason given for infrequent usage.

Lack of perceived relevance is a particular issue for governors (32%) and teaching assistants (23%) as was the case for non-viewing. Nearly one in five (18%) of infrequent users stated that nothing could be done to encourage them to use the service more often, rising to 25% of those aged 55+. However, 11% stated that greater relevance to them or their subject would encourage them to do so (rising to 22% of those aged 55+ and 23% of teaching assistants), 7% said that emailed reminders and updates would encourage more usage, 6% said that more advertising / raised awareness in schools would be helpful and there was a significant number of other mentions of the need for more information / leaflets. 11% of governors mentioned that more information specific to them would encourage them to use the service more.

Teachers TV Awareness and Usage

Awareness of Teachers TV

Previous research had led to the hypothesis that awareness of Teachers TV was very high. This survey indicates that, whilst the majority of heads and teachers are aware of the service, awareness amongst teaching assistants and governors is actually relatively low, with 19% of teaching assistants and 16% of governors not having heard of Teachers TV at all and only 28% of each of these groups realising that the service includes a website.

Table 1 - Awareness of Teachers TV prior to survey

	All	Heads	Teachers	Teaching Assistants	Governors
Had not heard of Teachers TV at all	10%	-	4%	19%	16%
Had heard of but did not know anything about it	13%	6%	8%	16%	19%
Had heard of but thought it was just a TV channel	35%	36%	36%	36%	34%
Knew about channel and website but did not know could watch programmes on website	8%	11%	8%	11%	6%
Knew about channel and website and that you can watch programmes on website	33%	47%	43%	17%	22%

Of those who had never used Teachers TV, only 6% had the top level of knowledge about the service, 10% knew that the service included a website and 44% in total had either never heard of it at all or had heard of it but knew nothing at all about it. Even amongst those have ever used the service, only 60% had the top level of knowledge, with a quarter not knowing about the existence of the website and a further 12% not realising that the website delivers the programming.

Usage of Teachers TV

Recency

Just under half of the workforce (49%) had ever used Teachers TV and 17% had used it in the past month, equating to a monthly reach of 153,000 heads, teachers, teaching assistants and solus governors.

Table 2 - Recency of Usage

	All	Heads	Teachers	Teaching Assistants	Governors
Past week	4%	6%	6%	2%	2%
Past month (net)	17%	28%	23%	13%	8%
Longer ago	31%	38%	36%	25%	27%
Ever	49%	66%	59%	38%	36%

Whilst this was not designed primarily as an audience measurement survey, it does provide a well balanced representative sample of the workforce that matches the known profile exactly in terms of school stage and role and very closely in terms of age, level of experience, region and catchment type as defined by percentage of free school meals. Importantly, it is an offline sample and is not skewed towards those who are most comfortable with online usage.

Younger respondents and those with less experience in education are those most likely to have used the service, both ever and in the past month, with a skew towards those in secondary schools, partly due to the much higher proportion of teaching assistants and governors in primary schools. Other groups with a high propensity to have viewed in the past month are:

- Those with Sky or cable at home - 22%
- Those in schools with a high proportion of free school meals (23% vs 13% for low)
- Those who identify a high level of CPD need (see later section on Attitudes to learning)

Of those who have used the service in the past month, 73% claim to use the service at least monthly, suggesting that the monthly audience is to a large extent the same group from one month to the next, but that over a quarter are less frequent users.

Frequency

Frequency patterns by role mirror those for recency to a large extent, as one would expect, though if we repercentage the frequency based on those who have ever used the service, it can be seen that those teaching assistants who have been exposed to the service are as likely to use it monthly (32% of users) as heads (29%) and teachers (34%). Governors, on the other hand, have much lower frequency than other groups; only 17% of governors who have ever used the service claim to use it monthly.

Table 3 - Frequency of Usage: Base All respondents

	All	Heads	Teachers	Teaching Assistants	Governors
At least weekly	3%	4%	5%	2%	1%
At least monthly	15%	19%	20%	12%	6%
At least 7 times a year	22%	28%	29%	18%	13%
At least 3 times a year	33%	45%	40%	29%	21%
Less Often	16%	21%	19%	9%	15%
Never	51%	34%	41%	62%	64%

Table 4 - Frequency of Usage: Base All who have ever used the service

	All	Heads	Teachers	Teaching Assistants	Governors
At least weekly	6%	6%	8%	5%	3%
At least monthly	30%	29%	34%	32%	17%
At least 7 times a year	45%	42%	49%	47%	36%
At least 3 times a year	67%	68%	68%	76%	58%
Less Often	33%	32%	32%	24%	42%

Types of Usage

Of the total respondents 42% have ever watched programmes or clips, 30% via television, 22% online and 10% via both methods and 26% have used the website.

The following table summarises the more detailed usage, both for ever used and the method used most often by users.

Table 5 - Type of Usage: Summary “Ever” and “Most Often” (Maximum 3)

	Ever	Most Often
At home	39%	23%
At school (not with pupils)	14%	4%
Live on TV	12%	3%
Recorded from TV	10%	4%
Downloaded from website	17%	8%
Live (streamed) on website	13%	4%
Used in class	10%	5%
Watched / Used in training	15%	6%
Looked at website other than programmes / clips	15%	5%
Participated in website activities	3%	*
No answer	1%	10%
Any of these	49%	49%

Watching at home is clearly the most common way of having seen the service, with 21% of the workforce (and 44% of those who have ever used the service) only having used it via this method. Of the 188,000 who have only tried the service at home, only 19% are monthly users, compared with 30% of all users. The types of usage most highly correlated with frequent (monthly usage) are:

Ever used in class - 58% are monthly users
Using most often at school - 59% are monthly users
Using most often via download - 65% are monthly users
Using most often in class - 62% are monthly users

It is unsurprising that 62% of governors have only ever used the service at home but perhaps more so that 53% of teaching assistants have only used it at home. Whilst 12% of governors who have ever used the service are most likely to use it via downloading programmes from the website, only 5% of teaching assistants fall into this same category.

Content Types

The average member of the school workforce has seen 1.43 types of content on Teachers TV and the average user (ever) has seen 2.91.

The programme types most highly correlated with monthly usage of Teachers TV are:

- Pupil programming - 59% of those who have seen this are monthly users
- Ideas and resources for lessons - 52% are monthly users

In absolute terms, it is clear that heads and teachers, with their higher exposure to the service, will be more likely to have seen each of the content types than teaching assistants and governors. Looking at content types on a base of all who have ever used the service shows, however, that teaching assistants are disproportionately likely to have seen documentaries that contribute to their subject knowledge and governors to have seen content covering hot topics in education and news/debate.

Table 6 - Content Types seen by Users

Content Types Ever Seen	All	Heads	Teachers	Teaching Assistants	Governors	Monthly TTV users	3-10 times a year	<3 times a year
Specific to Subject / Specialism	46%	36%	61%	37%	16%	68%	46%	27%
Specific to Job or Role	41%	58%	39%	46%	35%	58%	45%	21%
Observing teachers at work	38%	39%	42%	44%	24%	51%	36%	30%
Specific Issues	37%	42%	40%	41%	23%	56%	33%	24%
My own training / CPD	27%	39%	26%	25%	26%	40%	28%	15%
Lesson ideas & Resources	27%	19%	36%	22%	10%	47%	26%	9%
Hot topics in education	22%	25%	17%	10%	41%	29%	26%	11%
Documentaries	20%	14%	23%	25%	12%	32%	20%	10%
News / Debate	14%	11%	10%	8%	28%	19%	17%	6%
Pupil Programmes	12%	11%	16%	10%	3%	24%	11%	2%
Education other countries	7%	6%	7%	2%	11%	11%	6%	5%
Average content types per user	2.91	3.00	3.18	2.71	2.29	4.34	2.93	1.59

Whilst programmes specific to training / CPD are fifth most important overall in terms of the audience that has ever viewed them, and within the top five for three of the job roles, only 26% of teachers have seen them, a similar proportion to that seen for the teaching assistants and governors, who have seen fewer content types. This would appear to indicate a lower relative importance of this type of content for teachers than for other groups. Four out of ten monthly users have seen training / CPD content, in sixth place behind the overall top four and lesson ideas and resources.

Delivery Platform of Choice

Of all previous users, 63% are most likely to use the service via television and 44% via broadband internet, with some unable to choose a single platform of most frequent use. Teaching assistants are the group most skewed towards TV, with 78% of them favouring this method and, within this, 30% having Freeview as their most frequent usage platform. Older respondents aged 55+ also show this heavy skew towards television (81%), as do those with no children aged 0-18 in the household.

Monthly users of Teachers TV are the only analysis subgroup (apart from those with broadband only) to show a preference for broadband internet over television, with 63% favouring it, compared with 56% for television, and with more multiple coding than elsewhere, indicating that a significant proportion of monthly users are using both equally.

Most frequent way of finding Teachers TV

All groups were most likely to turn to Teachers TV programmes in the hope of finding something useful or relevant there and over a quarter are browsing for something good to watch. Both are positive in the sense that they indicate that the service has entered the users' repertoire and a confidence in its ability to deliver something either useful or generally good to watch, but neither indicates a familiarity with the schedule or the searchability of the website. Over a third of heads and teachers most frequently search for a programme on a

specific topic, but lower levels of online usage amongst teaching assistants and governors are reflected in lower reported incidence of this type of use amongst these groups. Reflecting the greater importance for them of television usage, teaching assistants are more likely than others to report that they go most frequently to a specific programme that they know is on.

For monthly users of Teachers TV, the hope of finding something useful or relevant (55%) was narrowly ahead of searching for programmes on a specific topic (53%). The types of viewing most highly correlated with monthly usage are:

- Watched something I had recorded or downloaded previously - 68% are monthly users
- Searched for programmes on a specific topic - 50% are monthly users

Table 7 - Most Frequent way of finding Teachers TV: Base All users

	All	Heads	Teachers	Teaching Assistants	Governors
Went to it hoping to find something useful or relevant	47%	47%	51%	49%	35%
Searched for programmes on a specific topic	32%	37%	34%	28%	27%
Was just browsing to find something good to watch	28%	25%	28%	28%	31%
Went straight to a specific programme that I knew was available	21%	21%	20%	26%	19%
Watched something I had downloaded or recorded previously	5%	10%	5%	7%	1%

Attitudes to Learning

The overall picture suggests that the majority of the workforce are open to training and CPD, particularly during school time, and value its ability to improve their skills.

- 91% agree that they still have a lot to learn and 94% feel it is important to keep up to date with issues in education. Heads are more likely to agree with the need to keep up to date than teachers.
- 57% of the workforce are happy to undertake CPD in their own time, with 18% agreeing strongly and 21% disagreeing with this statement. Teachers are the group who are the least happy to undertake CPD in their own time.
- 82% are happy to undertake CPD in school time, with 54% agreeing strongly and negligible disagreement.
- 72% value CPD as a means of progressing their career
- 90% value CPD as a means of improving their skills
- Only 6% have never really thought of CPD as something relevant to them. Governors are the group to whom this most applies.

A segmentation of respondents according to their attitudes at this question produced a simple two segment solution, with essential attitudinal characteristics summarised in Table 8 overleaf.

The first segments are defined by their high motivation and positive attitude to CPD, whilst the second are the opposite. Two thirds of the workforce fell into the more positive first segment. Attempts to segment into more groups did not produce any significantly different groups.

Of the CPD receptive segment, 61% had ever used Teachers TV and 21% use it monthly. Of the CPD sceptical segment 43% had ever used Teachers TV and 11% use it monthly. Whilst these do represent significant differences, there remains a large group of CPD receptive members of the workforce who have not tried Teachers TV and do not use it regularly. Key drivers analysis (see later section) reveals that attitudes to learning are less important than other factors in driving usage of the service.

Table 8 - A segmentation of the workforce by attitudes to own role and learning

	Segment 1	Segment 2
I believe that I still have a lot to learn		x
Being recognised as good at what I do in school is very important to me	√	x
It is impossible to live up to expectations and still to have a life		√
I rarely lose sleep over problems at school		
I am highly motivated in my role at school	√√	xx
It's important to me to keep up to date with issues in education	√√	xx
I accept that my role at school will encroach on my private life		x
I am mainly motivated by helping children to achieve their potential	√	xx
School improvement is very much part of the culture in our school	√	xx
<u>Professional Development (CPD)</u>		
I value CPD as a means of improving my Skills....	√√	xxx
CPD is all about government initiatives and nothing to do with better teaching	xx	√√√
I'm happy to undertake CPD in my own time	√	xx
CPD has rarely been of direct benefit to me	xx	√√√
Sharing best practice is an important part of CPD	√√	xxx
CPD always seems to take up time that I simply don't have	x	√√
I value CPD as a means of progressing my career	√√	xxx
I'm happy to undertake CPD in school time	√√	xxx
I've never really thought of CPD as something relevant to me	xx	√√√

CPD areas of interest

Almost all (95%) of respondents mentioned an area of interest for further learning, with clear differences by job role. Specific issues such as behaviour, SEN or assessment was the most frequently mentioned category, mentioned by 51%. This was closely followed by new initiatives / hot topics in education, mentioned by 49%.

Table 9 - Areas would like help or undertake further training: Base All users

	All	Heads	Teachers	Teaching Assistants	Governors
Specific issues eg behaviour, SEN	51%	34%	53%	74%	38%
New initiatives / Hot topics	49%	59%	49%	48%	48%
Best practice in the classroom	43%	34%	59%	49%	14%
Leadership / Management skills	41%	72%	49%	13%	38%
Subject Specific knowledge	34%	15%	45%	46%	12%
Ideas for lesson planning / preparation	33%	19%	51%	36%	4%
Wider educational knowledge / news	30%	45%	17%	23%	53%
Ave no. areas would like help	2.80	2.77	3.24	2.88	2.06

For heads, leadership and management skills was the area most likely to be identified for help or training (72%), with a clear gap between that and the next most mentioned area, which was new initiatives/hot topics in education (59%). Around half of teachers mentioned each of the areas, with the exception of wider educational knowledge or news, mentioned by only 17%. Teaching assistants placed specific issues such as behaviour, SEN or assessment (74%) well above the other areas, though around half did mention new initiatives/hot topics, best practice and subject specific knowledge. Governors saw themselves as needing less help overall, with their top needs being in the areas of wider educational knowledge / news (53%) and new initiatives / hot topics (48%).

Those whose CPD needs have been identified as high (4 or more areas mentioned at this question) are much more likely to be monthly Teachers TV users than others; 19% of them use the service at least monthly compared with 15% for those with medium CPD needs and 8% of those with low needs (0 or 1 need identified). A quarter (24%) of teaching assistants and 36% of governors identified themselves as having 0 or 1 CPD need.

Preference for different methods of increasing knowledge

The table below indicates the proportion of the workforce who consider themselves very likely to seek to increase their knowledge by each of the listed methods.

Advice from colleagues was the most popular option, both overall and for each individual role. For heads, courses or conferences were in second place but for the other job roles, and overall, looking for information on websites was the learning method most likely to be chosen.

Only 12% were very likely to seek to increase their knowledge by looking for a TV programme or video. Even amongst monthly Teachers TV users, looking for TV programmes or videos was the least likely method to be chosen, though the gap between this and other methods was much narrower than for the total sample, with 26% of monthly users saying they would be very likely to turn to a TV programme or video to increase their knowledge.

Table 10 - Ways in which “very likely” to seek to increase knowledge

	All	Heads	Teachers	Teaching Assistants	Governors
Ask a colleague for advice or information	59%	61%	65%	67%	46%
Look for information on websites	47%	49%	49%	50%	41%
Ask to go on a course or conference	39%	57%	42%	44%	29%
Ask to observe an experienced colleague	28%	31%	31%	37%	17%
Ask for training within school	26%	37%	26%	43%	15%
Look for a book / publication	24%	25%	22%	36%	19%
Look for TV programme / video	12%	7%	13%	18%	7%

Attitudes to Teachers TV

The table below summarises data for those who agree with each statement about Teachers TV, for all respondents and for each frequency level.

Table 11 - % who agree with statements about Teachers TV

	All	Use Monthly	Use 3-10 times a year	Use <3 times a year	Ever used	Never used
TTV is a useful way of seeing teachers and pupils at work	50%	86%	69%	61%	71%	29%
I've no idea what programmes are available on TTV	45%	6%	16%	51%	24%	66%
TTV is a useful way of keeping up to date with news about education	39%	77%	63%	41%	60%	19%
There are better ways to improve my skills than watching programmes about it	37%	26%	41%	52%	40%	34%
TTV is a useful source of CPD	37%	84%	64%	36%	61%	14%
TTV is a useful source of programmes to show in the classroom	37%	82%	61%	33%	58%	17%
TTV is a useful source of ideas for lessons and planning	27%	72%	50%	18%	46%	10%
It is asking too much of people to watch TTV in their own time	27%	15%	25%	37%	26%	28%
Many people I know in the profession find Teachers TV very useful	23%	52%	36%	23%	36%	10%
I don't need TTV to tell me how to do my job	17%	10%	15%	20%	15%	20%
TTV is only for teachers	14%	13%	14%	14%	13%	15%
I am only interested in TTV if it can save me time	13%	8%	9%	19%	12%	15%
TTV is a bit "sad"	10%	10%	5%	13%	9%	12%
TTV bears no relation to my real life in school	7%	5%	5%	11%	7%	8%
TTV does not have any programmes that are relevant to me	7%	3%	6%	7%	6%	8%
People at my school are quite negative about TTV	6%	8%	5%	6%	6%	6%

It is notable that a high proportion of those who have never used the service placed themselves in the “neither agree nor disagree” category, in line with the high proportion of these respondents who had very low awareness of the service. Those whom we have classified as knowing about Teachers TV but never using it were almost as prone to having no view as those classified as having no knowledge or knowing the name only.

Some statements show very similar levels of agreement amongst those who have ever used and those who have never used the service and we can conclude that these attitudes are unlikely to be strongly influencing whether or not a person has tried the service.

When it comes to frequency of use, in most cases, the more frequent the use, the more positive the response to the statement, as one might expect. Statements not highly correlated with frequency of use are:

“Teachers TV is only for teachers”

“People at my school are quite negative about Teachers TV”

Although many statements correlate highly with frequency, and we can say that these statements are strong predictors of frequency, we cannot determine which is the cause and which is the effect.

Understanding Non-Viewing

A perceived lack of relevance is the top barrier overall due to its prevalence amongst governors in particular, who make up a high proportion of the workforce. The governors in this survey are those who are not also members of staff and, for them, this reason overshadows all others. Over a quarter of teaching assistants also cite this as a reason, but for them the top reason for non-viewing is lack of awareness. Heads and teachers both mention lack of time as their top reason. Difficulty in getting the channel, or the perception that they are not able to access the service is mentioned by only 4% of those with Sky at home but 11% with Freeview and 30% of those with broadband only. Only 4% of the sample genuinely have no access at home due to having neither digital TV nor broadband access. As seen consistently in previous research, negative perceptions about the content of the service are negligible.

Table 12 - Reasons given for never having viewed Teachers TV

	All	Heads	Teachers	Teaching Assistants	Governors	Never heard of / knew name only	Heard of
Not particularly relevant to me	23%	4%	5%	28%	40%	27%	20%
Lack of time / Other commitments	20%	35%	32%	12%	10%	12%	26%
Never heard of it / didn't know it existed	16%	3%	9%	30%	18%	34%	3%
Not really aware of what is on / advertising is minimal	13%	15%	19%	8%	9%	12%	14%
Difficulty in getting the channel / don't have this channel	11%	11%	12%	14%	8%	11%	11%
Not on at a convenient time	8%	19%	11%	5%	5%	3%	12%
Family would not want to watch	6%	8%	9%	4%	3%	1%	10%
Work life balance	5%	16%	8%	1%	4%	4%	7%

When asked what would make them try the service, 11% are adamant that nothing would make them, this view being most prevalent amongst those with 10 or more years of experience in the workforce (17%). However, 8% state that now they have been made aware of the service, they are likely to try it. Other mentions centre around raising awareness in schools (6%), sending out information about what's new, the schedule etc, and more relevance to their own subject (8%).

Understanding Infrequent Viewing

Lack of time is the principal reason offered for not using the service more often, and more so by those who use it between 3 and 10 times a year than by less frequent users. This confirms other evidence that the service is still seen by those who use it less than once a month as a time consuming rather than a time saving service. Those with children in the household were more likely to cite lack of time than others (50% vs 33%). The data would seem to indicate that this is not simply an easy excuse for low usage as it has a higher than average likelihood of being mentioned by those groups with the highest likelihood to be monthly users, for example:

- Those who are likely to seek to increase knowledge through programmes/videos
- Those with perceived high or medium CPD needs
- Those who have most often found Teachers TV programmes other than by browsing
- Those who have used the service online and outside the home

Lack of perceived relevance is the next most cited reason and is particularly mentioned by governors and teaching assistants, even though these are people who have made some use of the service and who, one might think, would have had a chance to realise the breadth of its offering. Almost all those who said the service was not on a convenient time had access to Freeview only at home.

Table 13 - Reasons given for using Teachers TV infrequently

	All	Heads	Teachers	Teaching Assistants	Governors	Use 3-10 times a year	Use < 3 times a year
Lack of time / other commitments	44%	54%	43%	43%	42%	48%	38%
Not particularly relevant to me	17%	12%	10%	23%	32%	18%	17%
Not on at a convenient time	8%	6%	9%	11%	5%	10%	6%
Work life balance	8%	15%	9%	4%	3%	5%	10%
Use other resources	7%	9%	10%	5%	2%	8%	7%
Just don't think of it	7%	3%	7%	6%	7%	5%	9%
Don't really know what's on	6%	3%	7%	7%	7%	7%	6%

Nearly one in five (18%) of infrequent users stated that nothing could be done to encourage them to use the service more often, but 11% stated that greater relevance to them or their subject would encourage them to do so (rising to 22% of those aged 55+ and 23% of teaching assistants), 7% said that emailed reminders and updates would encourage more usage, 6% said that more advertising / raised awareness in schools would be helpful and there was a significant number of other mentions of the need for more information / leaflets. 11% of governors mentioned that more information specific to them would encourage them to use the service more.

Key Drivers Analysis

Key drivers analysis, also known as regression analysis, is a statistical technique used to determine the relationship between a dependent variable (in this case frequency of usage of Teachers TV) and one or more independent variables. It cannot establish cause and effect but it can help to work out which independent variables are most useful in predicting the dependent variable and how important is each of the independent variables in predicting the dependent variable. The model can only account for a certain percentage of the variability in the dependent variable, never 100% but it does allow us to say that changes in the value of the independent variables within the model will produce changes in frequency of Teachers TV usage.

Ever used vs Never used Teachers TV

In this analysis the dependent variable was ever vs never used Teachers TV and the independent variables short-listed for inclusion were:

- all attitudinal statements about role at school and to learning / CPD (Q3)
- areas of interest for further learning (Q4)
- likelihood to opt for various types of learning (Q5)
- awareness of Teachers TV

The model selected seven independent variables that were able to explain 46% of the variation in the dependent variable.

- The best predictor of whether a person has ever used Teachers TV is how much they know about the service; this explains 62% of the total variation explained by the model, with six other variables contributing to the remaining 38%. We can say, therefore, that if awareness of the service can be increased, this will lead to an increase in trial. This model suggests that every percentage point increase in awareness should produce an uplift of 0.24% percentage points in trial of the service.

Overall, the model confirms that attitudes to CPD are not amongst the most important predictors of whether Teachers TV has been used at all.

Usage Frequency amongst all who have ever used

If we remove those who have never used the service, and examine the drivers of frequency, we see that 40% of the variance can be explained by 9 variables. No attitudinal statements about learning enter the model at any stage, again re-inforcing their low predictive value.

The following variables are those that best predict frequency, with the relative contribution shown for each.

Likely to look for a TV programme or video to increase knowledge	23.0%
Ever watched / used content specific to a job or role	19.0%
Ever watched / used content specific to a subject or specialism	16.2%
Most frequent method of using Teachers TV - usage in class	16.1%
Ever looked on the website at content other than programmes / clips	12.8%
Ever watched programmes about hot topics in education	12.1%
Ever watched documentaries that contribute to subject knowledge	12.0%
Ever watched programmes specific to my own training or CPD	10.8%
Have most often watched something downloaded or recorded previously	9.4%

It is logical that likelihood to turn to video to increase knowledge would be a strong predictor of frequency of Teachers TV usage but it is more likely to be an effect than a cause and is therefore not particularly illuminating in terms of predicting frequent Teachers TV usage. However, it is likely that type of exposure to the service does genuinely affect likelihood to use it frequently and the above list would confirm that the more specific and purposeful the previous usage, the more frequent the use.

If we look at the groups least likely to use Teachers TV frequently, we note that governors are only half as likely overall as heads and teachers to have had each of the eight types of exposure to Teachers TV listed above and teaching assistants just over half as likely. They have had significantly less exposure to the aspects of Teachers TV that provide tangible support rather than just general enhancement of knowledge and are therefore not developing the habit of regular usage.

Appendices

Accompanying Letter and Questionnaire



April 2009

Dear Sir/Madam,

Department for Children, Schools and Families - Learning Styles Survey

We are writing to you because you were recently called by an interviewer from Ipsos MORI and agreed to receive a pack of ten questionnaires for the DCSF Learning Styles Survey. Your school is one of 750 that has been selected to represent schools throughout England on this important subject, and we are very grateful for your time, and that of others within your school who agree to take part. The DCSF will be using the results to gain a better understanding of how members of the school workforce feel about various forms of learning and professional development, to enable them to fit these better to the demands of the profession.

How you can help

This research is targeted at Teachers, Heads (including Deputy and Assistant Heads), Governors and Teaching Assistants. All who fall within these categories are eligible to take part, but no other roles within school are eligible. You may complete a questionnaire yourself, as long as your role is one of those listed.

The next step is for you to select ten people to take part and to give each of them a questionnaire. You can assure them that it takes less than 10 minutes to complete. You will find three reply-paid envelopes enclosed, to mail the completed questionnaires back to us. If you can arrange for them all to be completed within the next few days just send them back in one batch, else send them in smaller batches as people complete them.

To help us represent the school workforce as accurately as possible, we would like you to select participants as follows:

Headteacher, Deputy or Assistant Head	-	1 or 2
Teacher (NQTs are eligible)	-	4, 5 or 6
Teaching assistant	-	1 or 2
Governor (Not a member of staff)	-	1 or 2

Please try to select a broad range of participants, ideally a mix of the more and less experienced and people with varying approaches to their role in school. We appreciate that governors who are not members of staff may be harder to place a questionnaire with than others, but would really appreciate your efforts to include this important group within the research. You might want to give them their own return envelope in case they cannot easily return the questionnaire via school.

To show our appreciation

Every participant who returns a fully completed questionnaire by 3rd June will qualify to receive a **£3 Amazon discount voucher** for their own personal use. We will be happy to provide a suitable alternative to the same value to anyone who does not have internet access.

In addition, if we receive at least five of the ten questionnaires from your school by 3rd June, you personally will be entered into a **prize draw to win a cheque for £500**, payable to you or your school - according to your preference.

Should you require any further information please email the project team at Ipsos MORI on learningstyles@ipsos.com or call 020 8861 8041 in office hours, quoting LEARNING STYLES.

A handwritten signature in black ink, appearing to read 'Ross Williams', is written over a light grey rectangular background.

Ross Williams
Learning Styles Project Team, Ipsos MORI

Survey of Learning Styles

Please answer by placing an X in all boxes that apply

Q1 Which ONE of these most closely applies to your own role in the school where you have been given this questionnaire? Please note that only the listed roles are eligible for this particular research.

Head, deputy or assistant head ☐ Classroom teacher (incl NQT) ☐ Teaching assistant ☐ Governor ☐

Q2 How many years of experience do you have in your role (in any school)? For heads, deputies and assistant heads, please indicate total years in the teaching profession rather than years in a management role.

Less than 1 year ☐ 1-5 years ☐ 5-10 years ☐ 10-15 years ☐ More than 15 years ☐

Q3 Please use the indicated scale to show how much you agree or disagree with these statements about the education profession, professional development (CPD) and how you feel about your own role. Please place an X in one answer for each statement.

	Agree Strongly	Agree Slightly	Neither agree nor disagree	Disagree Slightly	Disagree Strongly
<u>You and your school</u>					
I believe that I still have a lot to learn.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being recognised as good at what I do in school is very important to me.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is impossible to live up to expectations and still to have a life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I rarely lose sleep over problems at school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am highly motivated in my role at school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to me to keep up to date with issues in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I accept that my role at school will encroach on my private life.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am mainly motivated by helping children to achieve their potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School improvement is very much part of the culture in our school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Professional Development (CPD)</u>					
I value CPD as a means of improving my Skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CPD is all about government initiatives and nothing to do with better teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm happy to undertake CPD in my own time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CPD has rarely been of direct benefit to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing best practice is an important part of CPD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CPD always seems to take up time that I simply don't have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I value CPD as a means of progressing my career.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm happy to undertake CPD in school time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've never really thought of CPD as something relevant to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q4 In which of these areas, if any, do you feel you would most like to get help or undertake further training?
Please place an X in all areas that apply.

Best practice in the classroom	—	Leadership / Management skills	—
New initiatives / hot topics in education	—	Wider educational knowledge or news	—
Subject specific knowledge	—	Specific issues e.g. behaviour, SEN, assessment	—
New ideas for lesson planning and preparation	—	None of these	—

Q5 The next question is about ways in which you like to increase your knowledge, whether that be of best practice in teaching and learning, subject knowledge or knowledge of a particular area of interest or responsibility that you have. Please rate each of the following aspects in terms of how likely you would be to seek to increase your knowledge by this method by placing an X for each method.

	Not at all Likely	Not very Likely	Neither likely nor unlikely	Fairly Likely	Very Likely
Ask to go on a course or conference	—	—	—	—	—
Ask for training within school	—	—	—	—	—
Ask a colleague for advice or information	—	—	—	—	—
Ask to observe an experienced colleague	—	—	—	—	—
Look for a book or publication on the topic	—	—	—	—	—
Look for a TV programme / video on the topic	—	—	—	—	—
Look for information on websites	—	—	—	—	—

Q6 Please use the indicated scale to show how much you agree or disagree with each of these statements about Teachers TV. If you had not heard of the service before today or have heard of it but not used or watched it, please answer just based on any impressions you have as it is very important for us to understand people's perceptions of the service. Please place an X in one answer for each statement.

	Agree Strongly	Agree Slightly	Neither agree nor disagree	Disagree Slightly	Disagree Strongly
Teachers TV is a useful source of CPD	—	—	—	—	—
I don't need Teachers TV to tell me how to do my job	—	—	—	—	—
Many people I know in the profession find Teachers TV very useful	—	—	—	—	—
It is asking too much of people to watch Teachers TV in their own time	—	—	—	—	—
Teachers TV is a good way of seeing teachers and pupils at work	—	—	—	—	—
Teachers TV does not have any programmes that are relevant to me	—	—	—	—	—
I am only interested in Teachers TV if it can save me time	—	—	—	—	—
There are better ways to improve my skills than watching programmes about it	—	—	—	—	—
People at my school are quite negative about Teachers TV	—	—	—	—	—
Teachers TV is a bit "sad"	—	—	—	—	—
Teachers TV is a useful source of clips or programmes to show in the classroom	—	—	—	—	—
Teachers TV bears no relation to real life in my school	—	—	—	—	—
Teachers TV is a useful way of keeping up to date with news about education	—	—	—	—	—
I've no idea what programmes are available on Teachers TV	—	—	—	—	—
Teachers TV is a useful source of ideas for lessons and planning	—	—	—	—	—
Teachers TV is only for teachers	—	—	—	—	—

Q7 You may know that Teachers TV is not just a TV channel but also a website where you can search for relevant programmes by topic or key theme and download the programmes or watch them on demand. You can also use the website to check the programme schedule, find out more about the programmes and lots of related information, as well as join online communities around topics of interest and comment on the programmes you have seen.

Which ONE of these statements best applies to your understanding of the Teachers TV service before you read the description above. Please answer by placing an X in your answer of choice.

- I had not heard of Teachers TV at all..... ☐
- I had heard of Teachers TV but did not know anything about it ☐
- I had heard of Teachers TV but thought it was just a TV channel, not a website as well..... ☐
- I knew there was a Teachers TV channel and a website but did not know you could watch programmes on the website ☐
- I knew there was a Teachers TV channel and a website and I knew you could watch programmes on the website ☐

Q8 Please indicate which of these things, if any, you have EVER done? Please answer by placing an X for each answer that applies to you.

- Watched Teachers TV programmes on TV ☐ → PLEASE CONTINUE AT Q9
- Watched Teachers TV programmes online ☐ → PLEASE CONTINUE AT Q9
- Visited the teachers.tv website but not to download or watch programmes ☐ → PLEASE CONTINUE AT Q9
- Used or watched the Teachers TV service in some other way ☐ → PLEASE CONTINUE AT Q9
- Have never used or watched the Teachers TV service at all ☐ → PLEASE SKIP TO Q17

Q9 In which of these ways have you ever used the Teachers TV service and in which ways have you used it MOST OFTEN? Please answer by placing an X where applicable to you.

- | | Ever used | Used most often |
|--|--------------------------|--------------------------|
| Watched or used at home..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Watched or used at school (not with pupils) | <input type="checkbox"/> | <input type="checkbox"/> |
| Watched live via TV | <input type="checkbox"/> | <input type="checkbox"/> |
| Recorded from TV | <input type="checkbox"/> | <input type="checkbox"/> |
| Downloaded programmes from the website..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Watched programmes (live) on the website..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Used programmes or clips in class | <input type="checkbox"/> | <input type="checkbox"/> |
| Watched or used in training (any location)..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Looked at the website content <i>other than</i> programmes or clips..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Participated in activities on the website e.g. submitting content, joining a group, commenting on programmes | <input type="checkbox"/> | <input type="checkbox"/> |

Q10 Which types of content have you ever watched or used?

- | | | |
|---|--|--|
| Specific to a job or role <input type="checkbox"/> | Education in other countries <input type="checkbox"/> | Hot topics in education <input type="checkbox"/> |
| Specific to teaching a subject/ specialism <input type="checkbox"/> | Observing teachers at work <input type="checkbox"/> | News/debate <input type="checkbox"/> |
| Specific to my own training / CPD <input type="checkbox"/> | Pupil programmes <input type="checkbox"/> | Don't know / Other <input type="checkbox"/> |
| Specific issues e.g. behaviour, assessment etc <input type="checkbox"/> | Ideas and resources for lessons <input type="checkbox"/> | None of these <input type="checkbox"/> |
| Documentaries that contribute to subject knowledge <input type="checkbox"/> | | |

Q11 In which of these ways have you watched or used Teachers TV most often?

- Sky or Cable TV ☐ Freeview ☐ Other TV ☐ Broadband internet ☐ Don't know / Other ☐

Q12 And on those occasions when you have watched or used Teachers TV, which of these has MOST OFTEN been the case? Please consider any usage, either on TV or online.

- Was just browsing to find something good to watch ☐
- Went to it hoping to find something useful or relevant ☐
- Went straight to a specific programme that I knew was on / available..... ☐
- Searched for programmes on a specific topic..... ☐
- Watched something I had downloaded or recorded previously..... ☐

Q13 And, not including today, when was the last time that you watched or used any aspect of the Teachers TV service?

In the past week ☐

In the past month ☐

Longer ago ☐

Q14 How frequently would you say that you watch or use any aspect of the Teachers TV service, either on TV or online? Please answer by placing an X in your answer of choice.

More than three times a week ☐ → SKIP TO Q19

Around 7-10 times a year ☐ → CONTINUE AT Q15

2 or 3 times a week ☐ → SKIP TO Q19

Around 3-6 times a year ☐ → CONTINUE AT Q15

Once a week ☐ → SKIP TO Q19

Once or twice a year ☐ → CONTINUE AT Q15

2 or 3 times a month ☐ → SKIP TO Q19

Less than once a year ☐ → CONTINUE AT Q15

Once a month ☐ → SKIP TO Q19

Q15 Can you explain why it is that you do not watch or use Teachers TV more frequently than you do? Please write your answer in the box provided below.

Q16 Is there anything that the service could offer that would make you more likely to use it regularly?

NOW PLEASE SKIP TO Q19

Q17 Can you explain why it is that you have never watched or used Teachers TV? Please write your answer in the box provided below.

Q18 Can you think of anything that would make you try Teachers TV?

Q19 Please indicate which of these bands your age falls into.

Under 25..... ☐

25-34 ☐

35-44 ☐

45-54 ☐

55 or over ☐

Q20 Please indicate your gender Male ☐ Female ☐

Q21 Please indicate whether you have any dependent children within these age ranges living with you in term time.

Any aged 0-4 ☐

Any aged 5-9 ☐

Any aged 10-13 ☐

Any aged 14-18 ☐

None aged 0-18 ☐

Q22 Finally, please indicate which of these are available to you at home?

Sky or Cable TV.. ☐

Freeview ☐

Broadband Internet ☐

Your own PC or laptop ☐

Shared PC or laptop ☐

NAME AND A PHONE NUMBER TO CONTACT YOU TO ARRANGE AN ALTERNATIVE SHOPPING VOUCHER:

Weighting Targets

	All	Primary	Secondary
Total workforce	880,000	536,000	344,000
Heads	55,000	34,000	21,000
Teachers	414,000	194,000	220,000
Teaching Assistants	153,000	114,000	39,000
Governors	258,000	194,000	64,000
		I	
London	127,000		
South East	136,000		
Rest of England	617,000		
Free School Meals -High	238,000		
- Medium	396,000		
- Low	246,000		
Small	186,000	107,000	79,000
Medium	293,000	178,000	115,000
Large	401,000	251,000	150,000

Free School Meal thresholds were defined as follows (with reference to the initial classifications and distribution in the EduBase database):

High - 21% or over

Medium - 6-20%

Low - 0-5%

School size thresholds were defined as follows (with reference to the initial classifications and distribution in the EduBase database):

	Primary	Secondary
Large	301+	1201+
Medium	201-300	901-1200
Small	0-200	0-900

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